

University of Massachusetts Amherst

From the Selected Works of Laura A. Valdiviezo

Winter 2015

When Indigenous Immigrant Students Come to Us: Bilingual Education and Indigenous Rights in the 21st Century -- An Untold Story

Laura A. Valdiviezo, *University of Massachusetts - Amherst*



Available at: https://works.bepress.com/laura_valdiviezo/19/



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Winter, 2015 Issue

A Message from the President, Tatyana Kleyn, Ed.D.



Dear NYSABE Community,

With our annual conference just around the corner, I would like to take this opportunity to reflect on this year's theme: **Building Bridges: Bilingual Education Across Borders**. I write this letter from Oaxaca, Mexico where I am currently a Fulbright Fellow studying children and youth who are (back) in the country after living all or most of their lives in the U.S. Working with these students has provided me insights into how they negotiate border crossings, identities, schooling and languaging. They are the pawns in national and transnational policies, or the absence of them, that often force their families to migrate multiple times.

As president of NYSABE this year, I have easily traveled between NY and Oaxaca, highlighting the privilege I hold as a naturalized US-citizen. However, these border crossings are not easy for many others, who risk their lives and safety to seek a better life for themselves and their family members. These realities are part of the theme of this year's conference, where we will look not only at geographic and political

borders, but also borders across generations as well as those that are constructed across fields like bilingual education, TESOL, special education, foreign language education and general education.

In this letter, I'd like to expand upon the implications for bilingual education as it relates to the borders that divide nation-states. Although these people-made borders are meant to divide us into categories, and sadly, hierarchies, it is, in fact, languages that can connect and unite the people who live and travel across them. The power of languages as a tool to make connections is one that needs to be better leveraged in our country and many others. Bilingual education, in that light, must be viewed as a right and a resource for those who cross borders physically as well as virtually. Bilingual programs give students the opportunity to ground themselves in their home languages, cultures and histories while also providing a wider worldview and the ability to build their own bridges with others, locally, nationally and internationally.

With the rising numbers of immigrants populating the largest cities as well as the smallest towns in the U.S., we have the opportunity to build on and expand the linguistic and cultural resources of our nation. Taking a broader lens, indigenous people from across the globe are fighting to include their home languages in

schools even where the ever-powerful dominant languages threaten to take over. Inter-cultural Bilingual Education is a reality for some in Latin American countries, whereas others still push for inclusion and visibility to cross borders in policies, schools and society.

Coming full circle to my work in Mexico, I will be sharing my findings at our 38th Annual NYSABE Conference (www.nysabeconference.net) during the President's Address on Thursday, March 12 at 6pm. I look forward to collectively building bridges and forging connections that endure.

Sincerely,
Tatyana Kleyn
NYSABE President, 2014-15
Centered on Bilingual Learners
www.nysabeconference.net.

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**From the Desk of the
Executive Director,**



**Nancy
Villarreal
de Adler**

It has been said that the most significant quality of art is its power to transcend the limitations of time, geographical and socio political boundaries, ethnic identities, nationalities, and all other realities of the human condition. Perhaps, the same could be said about educators whose vision, sense of mission, exemplary work, limitless generosity, and love for their students will continue to inspire future generations everywhere. Like Art, they will transcend boundaries.

A few days ago, one of the pillars of NYSABE, **Dr. Ximena Zate, NYSABE President, 1993-1994**, and recipient of the **2001 Gladys Correa Memorial Award**, departed and left us a legacy and a clear path to follow. Dr. Ximena Zate, was a renowned scholar in the field of Education with a profound focus on Bilingual/ESL Education. Her journey as an educator began in the classroom where she excelled as an innovative teacher of ELLs/bilingual learners. Later on, her

remarkable qualities as an educational leader and her impassionate focus on the learning and teaching process were evident in her varied positions as a curriculum writer, staff developer, coordinator of instructional projects, administrator, teacher educator, and university professor. As she visited schools and classrooms, Ximena always searched for ways to translate data-based successful program findings into teacher-support mechanisms for striving teachers and programs. Excellence in teaching was her quest. Her approach to quality education was framed by inquiry methods and strategies for the replication of proven instructional practices.

Ximena's instructional expertise, her broad, well-grounded vision for the education of ELLs/bilingual learners, and her immense compassion for the less fortunate were crucial factors in

the development and implementation of policies safeguarding quality instruction for students in general and special education. As expressed by her colleagues and former college students, Ximena exemplified all the qualities of an authentic educator.

Ximena loved music, dancing, poetry, sports, traveling and everything beautiful that life can offer. Her sensitivity and spirituality marked her well balanced role as a dedicated, loving wife, mother, sister, and friend while she became an accomplished professional. As a woman for all seasons, Ximena blended it all with style, grace, and joy. Like a magnificent piece of art, Ximena's spirit will transcend all boundaries.

"It is, after all, the responsibility of the expert to operate the familiar and that of the leader to transcend it."

-Henry A. Kissinger



*Tribute
to
Ximena
Zate*

From the Desk of the
Editor,
Tamara Alsace, Ph.D.



Lau v. Nichols in New York State: Bilingual Education is Alive and Well "On the Mend"

In a recent special issue of the CUNY Graduate School Online Journal, TRAVE, or Theory, Research, and Action in Urban Education, appeared an article by Marie Lilie Cerat and Whitney Hollins on the Brown v. Board of Education school desegregation case. The article, entitled "An Integration Plan That Never Was: Looking for Brown v. Board of Education in the New York City Board of Education's 1954 Commission on Integration", marked the 60th anniversary of the landmark case and lamented the lack of progress that has been made in integrating schools over more than half a century since its passing. The article caused me to ponder on another anniversary being celebrated this year, the 50th anniversary of Lau v. Nichols. I was inspired to ask some of the same questions that surfaced in this article. Where are we now? How much progress has really been made?

Lau vs Nichols was a case taken to the U.S. Supreme Court by parents of Chinese students in the San Francisco Unified School District who were arguing for specialized instruc-

tion for their non-English speaking children. The school district claimed that they provided the same instruction to all students and that because they were not responsible for the students' lack of English proficiency, they should not be required to do anything different for them. Lower courts had ruled for the district in this case, but on January 21, 1974 the Supreme Court voted unanimously in favor of the plaintiffs. Justice William O. Douglas stated, "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." The Court cited Title VI of the Civil Rights Act, noting that the students in question fall into the protected category established therein not because of their language, but based on their national origin.

Twenty years after the Lau decision at a commemorative symposium in San Francisco, bilingualism advocate and former NABE Executive Director James Crawford pronounced:

"Two decades after Lau, the court's promise remains to be fulfilled. A child entering school without English today is still unlikely to receive a first-class education. While sink-or-swim is no longer officially tolerated, more subtle forms of neglect persist. Most LEP students are now being "served," in the evasive argot of bureaucrats, but the quality of those "services" is another matter."

This quote first appeared in the paper *Revisiting the Lau Decision – 20 Years After: Proceedings of a National Commemorative Symposium Held on November 3-4, 1994, in San Francisco, California* (Oakland, Calif.: ARC Associates, 1996).

More than a decade later, in 2007, EdWeek journalist and blogger Mary Ann Zehr published a blog entitled, "Examining the Impact of Lau v. Nichols", in which she describes a session she attended at an annual summit on ELLs sponsored by the U.S. Department of Education. She quotes one of the lawyers in the original Lau case:

"The Lau case has been around forever, but court cases are just a piece of paper. They're not self-executing," said Mr. Steinman, the lawyer who defended the plaintiffs before the U.S. Supreme Court. "Even 30 something years after Lau, we still have millions of students who—because of no fault of their own—languish in classrooms where content may be incomprehensible."

(Quoted in Zehr, 2007)

The Lau case, which was decided in 1974 by the U.S. Supreme Court, did not establish policy or "best practices". States were left to determine how the law would be actualized, which had many (possibly) unintended consequences. There has never been a common, nation-wide definition of what constitutes an English language learner and thus, eligibility for programs and services. Program design and quality differs from state to state. English-only policies have been able to thrive in some places. Despite the Lau verdict, California voters decided to eliminate bilingual education in 1998 via Proposition 227. Arizona followed with Proposition 203 in 2000 and Massachusetts with Question 2 in 2002. Attempts were made and defeated in other states, including New York.

Thankfully, New York State was able to stave off the English Only movement, for the most part, thanks to Commissioner's Regulations Part 154. Despite these regulations which required districts to provide bilingual education under certain circumstances, the passing of the No Child Left Behind Act (NCLB) in 2002 resulted in a new era of accountability for English literacy. The Bilingual Education Act became the English Language Acquisition Act and the federal office of ELL programs, formerly OBEMLA, became OELA, the Office of English Language Acquisition. Political ideologies under the Bush administration placed a strong emphasis on English. The prevailing political climate and new accountability for English was used as an excuse by schools and districts to move towards –if not an English only - then an English-as-much and as quickly-as-possible paradigm. The decade following the passage of this law saw an increase in ESL only programs and a decrease in bilingual programs throughout New York, and particularly in NY City.

In 2012, Menken and Solorza published the results of their investigation into the decline of bilingual education in NYC. They found that bilingual programs were being blamed for the low performance of ELLs on high stakes tests, which had resulted in an almost 20% decline in bilingual (especially transitional) programs. At the same time there was a corresponding increase in the number of ESL only programs (Mencken & Solorza, 2012).

Today, thanks to the efforts of the NYSED Associate Commissioner for English Language Learners and the advocacy of organizations like NYSABE and constituents across New York State, bilingual education is alive and "on the mend" here. Many important initiatives and policy changes have helped to ensure a revitalization of bilingual education. A "Blueprint for ELL Success" was issued last year and gained recognition nationally. It includes eight key principles that provide a statewide framework and that include the recognition of bilingualism and biliteracy as assets. The New York State Seal of Biliteracy is being piloted in several districts this school year and will soon be implemented throughout the state. The NYSED partnered with institutions such as CUNY-NYSIEB to build leadership for bilingualism in schools and districts across New York. In 2014, the amendments to Part 154 were unanimously passed by the Board of Regents. Contained in those amendments are new, more specific regulations regarding the requirements for establishing bilingual education programs. With the constantly increasing diversity of the ELL population in New York and the new requirements, we should soon see bilingual programs that will be the first of their kinds. In addition to the long-established Spanish-English, Chinese-English, Bengali-English, Haitian Creole-English programs already in existence, we will be seeing programs that include Karen, Nepali, Burmese, Somali, and more.

This is not to say that our work is anywhere near finished. We all know that as political powers shift

and ideologies change over time we need to be ever-vigilant. While there has been a new increase in bilingual programs in New York and other cities, there are still districts struggling to establish, maintain, and/or improve bilingual education. In addition, educational leadership, policy, and funding streams within NYSED and the USDOE can change at any time and NYSABE, ALL OF US, need to be at the forefront as decisions are made in order to safeguard bilingual education for present and future generations of bilingual learners.

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**Lau vs. Nichols
40th Anniversary Celebration:
*Embracing the Victories
to Shape a Better Future.***

By Dr. Bahar Otcu-Grillman

On October 25th, 2014, the 40th Anniversary of the Lau vs. Nichols US Supreme Court decision was celebrated at St. John's University. This event was a joint initiative organized by NYSABE, NYS TESOL, and St. John's University's Office of Graduate Programs in TESOL and Bilingual Education.

During his opening remarks, Dr. Salvador Fernández, master of ceremonies, emphasized the right of every child, regardless of race, color, national origin and creed, to have access to meaningful and quality education. Dr. Fernández then introduced Dr. Michael Sampson, Dean of the School of Education, St. John's University, who was followed by a video from Dr. Tatyana Kleyn, NYSABE President. Both Dr. Sampson's and Dr. Kleyn's greetings underscored the significance of the Lau vs. Nichols Supreme Court decisions in today's educational reforms and pedagogical practices that seek to ensure access to meaningful education for all students, including ELLs/bilingual learners.

Christina Mei-Yue Wong, Special Assistant to the Superintendent of the San Francisco Unified School District, was introduced as a successful advocate for the educational rights of ELL/bilingual learners. Ms. Wong explained how after 40 years, the Lau vs. Nichols U.S. Supreme Court decision continues to impact educational policies and major initiatives not only in San Francisco but throughout the nation. In this re-

gard, Ms. Wong cited some examples about how successful programs seek to sustain the spirit of Lau vs. Nichols. She stressed, for instance, the importance of parents being informed and participating in the educational decision-making process in meaningful ways.

Ms. Wong was followed by Regent Betty Rosa, who emphasized the urgent need to give a voice to students, parents, and communities who for too long have been marginalized. "The time to address their needs appropriately is now," she said.

Next, Angélica Infante-Green, Associate Commissioner for the Office of Bilingual Education and Foreign Language Studies, NYSED, opened her remarks by pointing out that in addition to celebrating the Lau vs. Nichols Supreme Court landmark decision, New York should also rejoice in the approval of major portions of the revisions to the Commissioner's Regulations Part 154. Ms. Infante-Green then presented the eight principles of NYSED's *Blueprint for English Language Learners Success* which provides a powerful framework for a new vision for bilingual education in New York State. These principles represent a major policy shift by placing the responsibility of educating ELLs/bilingual learners on the entire educational community. In addition, the *Blueprint* underscores the urgent need to prepare all professionals in New York State so they can address the academic and socio-emotional needs of ELLs/bilingual learners, their parents, and communities.

Two educational leaders were honored as the recipients of the Lau vs. Nichols 40th Anniversary award, Carmen Pérez Hogan and Ron Woo. For decades, their exemplary work has embodied the spirit of Lau vs. Nichols to ensure access to meaningful and equitable education for all ELLs/bilingual learners in New York State. Susanne Marcus, President of NYS TESOL, and Yazmin Torres, NYSABE Past President, presented Carmen Pérez Hogan's award. Ron Woo's recognition was presented by Nancy Villarreal de Adler, NYSABE Executive Director, and Dr. Marguerite Lukes, NYSABE's Second Vice President.

A panel presentation, moderated by Dr. Claire Sylvan, NYSABE Delegate, followed the award presentations. The distinguished panelists were Dr. John Spiridakis, Director of St John's University's Graduate Programs in TESOL and Bilingual Education; Audrey Cheng, ESL teacher; Molly Wang, principal, from the New York City Department of Education; Eudes S. Budhai, Assistant Superintendent for Curriculum, Instruction and Personnel, Westbury Union Free School District; and José González, Parent Representative, New York City. These panelists discussed the impact that Lau vs. Nichols has had on their professional fields. The discussion was truly an enlightening experience for the audience as they connected the principles of Lau vs. Nichols and observed how they have been translated into action at every level of the educational system, from policy making to actual classroom practice.

One delightful surprise was the spontaneous, brief presentation made by a group from P.721Q, The

John F. Kennedy Jr. School, District 75, Citywide Special Education Programs. Principal Beth Rudolph spoke on behalf of ELLs/bilingual learners with disabilities and emphasized the importance of providing them with bilingual instruction and appropriate support services. Ms. Rudolph was joined by Melvin, a former student at 721Q, and his parents. The group explained how prior to his placement in bilingual education, Melvin's academic progress had been limited. Thanks to his participation in the school's bilingual education classes, Melvin had finished his schooling successfully and is now working at the school as an educational assistant. Melvin's parents also expressed their pride and gratefulness to P 721Q's bilingual education staff.

After the audience cheered for Melvin's success, Dr. Kate Menken directed the small group activity. Every table had a facilitator who supported each individual group's reflections and discussions on the impact that Lau vs. Nichols has had on their own work and experiences in the educational arena. This inspirational task was a catalyst for the members to reflect upon and renew their commitment to the education of ELLs/bilingual learners.

Dr. John Spiridakis's closing remarks expressed St. John's University renewed commitment to sustaining the spirit of Lau vs. Nichols by offering successful teacher preparation programs that will ensure the best educational opportunities for ELLs/bilingual learners. He also thanked the audience and congratulated the members of NYS TESOL, NYSABE, and St. John's University staff whose selfless work contributed to the success of this celebratory symposium.





Suzette Malone

Region III/Mid-Hudson Delegate

Suzette was born near Rochester, NY. She studied special education at SUNY Geneseo and embraced bilingualism and multiculturalism as a Peace Corp volunteer in Ecuador and Fellow in the Bilingual/Bicultural Education Program at Columbia University. She worked as a bilingual teacher in the South Bronx, a dual language teacher at PS 165 and PS 75 in Manhattan, and is presently a third grade dual language teacher in Ossining.

Suzette participated in the BETLA (Bilingual and ESL Teacher Leadership Academy) at Bank Street College, which was a wonderful experience that prepared her to be a leader in any school setting. She enjoys developing Spanish curriculum and searching for available resources aligned to the Common Core Standards.

Having an insatiable interest in culture and a love of language, Suzette taught for a year in Thailand and traveled extensively there and in South America. She enjoys working with the parents in Ossining, many of whom are from Ecuador and other South American countries.

Suzette is excited to be a member of the larger bilingual education community, by being involved as a delegate

New York State Association for Bilingual Education (NYSABE) at the New York State Teachers of English to Speakers of Other Languages (NYS TESOL)

44th Annual Conference

By Melodie Valenciano

On November 14-15, 2014, NYSABE continued to demonstrate its commitment to strengthening the spirit of collaboration and mutual support with NYS TESOL, its sister organization, by participating in NYS TESOL's 44th Annual Conference. The event, entitled *Empowering ELLs: Equity, Engagement, Enrichment*. NYSABE was well represented at the conference. Attending as guests of NYS TESOL were Executive Director Nancy Villarreal de Adler and representing President Dr. Tatyana Kleyn was Dr. Tamara Alsace, editor of NYSABE's newsletter and co-chairperson of the 2015 conference. Executive Board Treasurer Dr. Rosa Lien, and Past-

President Anne Henry were also in attendance. NYSABE attendees participated in the SIG (Special Interest Group) sessions and presentations.

Susanne Marcus, an outstanding NYS TESOL President and the first and only Executive Board Member to have ever served two consecutive years as President, was honored by her colleagues for her advocacy work and dedication to the education of ELLs. Her efforts to join forces with NYSABE on behalf of the students, their families and educators were also acknowledged. The special award was presented by the new president Dr. Robin Finnan-Jones and Dr. Audrey Figueroa Murphy, First Vice President.

NYSABE congratulates Susanne for her remarkable work and hospitality and thanks her for promoting a warm, collegial atmosphere throughout the conference.



Susanne

Marcus, NYS TESOL President, and Nancy Villarreal de Adler, NYSABE Executive Board Director

Higher Education Consortium (HEC) Strand

By Dr. Dina López,
HEC Committee Member



The Higher Education Consortium (HEC) Strand at the 2014 NYSABE conference featured two well-attended and successful events—a panel of research presentations and a roundtable session on pressing issues in bilingual education. The HEC planning committee for this year included faculty from public and private colleges and universities: Miriam Eisentstein Ebsworth (New York University), Immaculée Harushimana (Lehman College), Tatyana Kleyn (City University of New York), Dina López (City University of New York), and Bahar Octu-Grillman (Mercy College).



At the panel entitled “Bilingualism and Biliteracy Across the LifeSpan” researchers shared findings and presented diverse perspectives on the impact and experience of bilingual education for learners in early childhood settings, high schools, community-based programs, and adult contexts. Dr. Aida Nevárez-LaTorre (Fordham University)

helped moderate a vibrant discussion with audience members on the implications of these findings for educators, researchers, and policy-makers alike.

The second HEC event featured

three concurrent roundtable sessions on the New York Common Core, the edTPA (Preservice Teacher Performance Assessment), and the new in-service teacher evaluations in New York State. These roundtable sessions provided an opportunity for researchers and educators in the field to discuss



the varying implications of the newly implemented educational reforms impacting emergent bilingual students and their educators. Early pioneers of bilingual education, Carmen Dinos and Florence Pu-Folkes, joined the session on the edTPA and new teacher evaluations. They were able to share important historical perspectives on bilingual education in New York, which not only helped contextualize the discussion but also provided inspirational fodder for a new generation of educators, researchers, and advocates.



Region VI: Western New York Hosts Regional Fundraiser :

Scaffolding ELA Instruction for ELLs Featuring Dir. Diane August

By Tamara Alsace, Ph.D.



Attending the annual NYSABE Conference can be costly for teachers traveling from Western New York. That's why the Western Region representatives and members decided to hold a fundraising professional development activity in Buffalo. In this way, those who wished to attend the conference in White Plains could obtain some assistance to defray the cost of participation, while those who can't attend would benefit from a high-quality professional learning activity.

On Monday, December 13, 2014, Delegate-at-Large Rose Colon and 2015 Conference Co-Chairperson Tamara Alsace, together with the Region VI Delegates, Evelyn Arent and David Baez, hosted a seminar entitled, "Scaffolding ELA Instruction for ELLs". The featured speaker was renowned researcher and educator Dr. Diane August, who generously donated her time and expertise for the event. For-

mer NYSABE presidents Wilda Ramos-Morales and Heriberto Galarza, along with Western Region RBE-RN coordinators Lisa Eppolito and Rebecca Murphy also assisted in making the seminar a tremendous success. RBE-RN Director Denise Goñez-Santos provided the beautiful Erie 1 BOCES facility as a venue for the event.



Almost 100 educators from across the region attended this informative seminar and learned about a tool developed by Dr. August and the American Institutes of Research (AIR) to help teachers scaffold text to make it accessible to ELLs at various levels of language proficiency. The tool is being used in a number of school districts across the country, including Buffalo. Dr. August has been providing training and support to district staff and classroom teachers in Buffalo in the use of the tool.

Participants were able to engage in a dialogue with Dr. August, and each other, on the challenges and opportunities afforded as we engage ELLs in rigorous, common core-aligned instruction. Seminar evaluation forms indicated that the participants found the session to be highly engaging, informative, and interactive. Refreshments, in the form of a light supper, were provided courtesy of NYSABE.



Region III Offers Symposium on Dynamic Bilingualism

By
Suzette Malone,
Region III Delegate

The Symposium on Dynamic Bilingualism was held at Mercy College on the frigid morning of February 6th. Welcomes, greetings, and introductions were made by Dr. Mi-Hyun Chung, Chair of the Literacy and Multilingual Studies Department; Dr. Tim Hall, President of Mercy College; Dr. Al Posamentier, Dean of the School of Education; and Dr. Zoila Tazi, Associative Professor of Educational Leadership and NYSABE Region III Delegate, (who organized this fabulous symposium).

Angelica Infante-Green, NYS Associate Commissioner, Office of Bilingual Education and World Languages, NYSED. Ms. Infante-Green set the tone for the Symposium, reviewing the new amendments to Commissioner's Regulations part 154 and the principles contained in the Blueprint for ELLs. The recent changes and renewed focus on the education of ELLs/bilingual learners is sure to result in improved outcomes for our students, as well as an elevated status for bilingual education and the many languages spoken by our students and families.

Following Ms. Infante-Green was Assemblywoman Carmen Arroyo, a longtime advocate for bilingual education, who discussed the history of our filed in New York State. She reminded us of how far we've come, but also how far we have yet to go (the United States being the only country in the world with only one language taught in its schools).

The keynote address was delivered by Dr. Ofelia Garcia, from CUNY Graduate Center and Co-principal Investigator for the NYS Initiative on Emergent Bilinguals (CUNY-NYSIEB). Dr. García presented several key ideas related to the theme of the symposium, dynamic bilingualism.

She proposed that a shift in focus is needed...

- ⇒ from policy to actual children and communities;
- ⇒ from a monoglossic ideology to one of linguistic mobility and flexibility;
- ⇒ from the perspective of the adults (educators, policymakers) to the perspective of emergent bilingual children;
- ⇒ From language as what a person has to language as what a person does;
- ⇒ From native and second language speakers to language speakers, all being legitimate;
- ⇒ From "English language learner" to "emergent bilingual";
- ⇒ From bilingualism as additive to bilingualism as "blending" and dynamic;
- ⇒ From language dominance to translanguaging, or the fluid use of the full linguistic repertoire.

Dr. Garcia argued for a multilingual educational policy for ALL, based on 4 principles:

1. Educate emergent bilinguals for enrichment and possibilities (not as remediation).
2. Promote super diversity and singularities within pluralities for ALL (every situation is different!).
3. Encourage flexibility in enactment.
4. Engage with family and community practices.

Dr. Garcia suggests that in order to enact multilingual policy in an era of Common Core Learning Standards, we

should refer to the NYS bilingual progressions, which take into account the general linguistic proficiencies of emergent bilinguals. We need to view language as something we DO, not have. First and foremost, we need to get students to USE language for social and cognitive interaction. They can perform the common core standards in ANY language! We need not restrict their language, but instead expand it. In closing, Dr. Garcia reminded us that schools need to develop multilingual ecologies, with flexible bilingualism for ALL. More information and details can be found on the CUNY website:

www.cuny-nysieb.org.

The last part of the symposium consisted of a panel of educators. Dr. Zoila Tazi spoke on the importance of bilingualism in early childhood. Maria Cloe Pena spoke of other settings in which emergent bilinguals exist in schools, such as in special education. Kate Seltzer discussed students considered "SIFE" (students with interrupted formal education). Dr. Aramina Vega Ferrer described the Bronx Parent Center, which serves parents and students from pre-k through grade 12. Lastly, Dr. Sarah Hesson, of CUNY-NYSIEB, talked about translanguaging in classrooms across New York City.

The symposium was a morning filled with new ideas and inspiring stories. The face of bilingualism is changing, as are our cities, towns and classrooms. As Dr. Ofelia Garcia stated, when she spoke to us of the emergence of a dynamic bilingualism - "Today is the day- let's emerge."



Mercy College President, Dr. Tim Hall



Dr. Mi-Hyun Chung



Dr. Zoila Tazi



Angélica Infante-Green
Associate Commissioner, Office for Bilingual Education
and World Languages
New York State Education Department



When Indigenous Immigrant Students Come to Us: Bilingual Education and Indigenous Rights in the 21st Century - An Untold Story

Laura A. Valdiviezo, Ed.D.
Associate Professor
University of Massachusetts-
Amherst College of Education

A view of bilingual education beyond borders allows us to understand the complex dimensions of the work of advocates and educators in the United States. Certainly, the history of bilingual education is intimately related to the history of border crossings and immigration that lays at the core of the building of the United States and that continues to impact what happens in schools every day. The untold story accompanies the immigrant parent who approaches the school for the first time and the newly arrived children who meet their teacher and fellow students in a multilingual setting. As educators we understand that the story does not begin in the school building, but that the experience of immigration that marks families and each individual life accompanies the multilingual learners that are present in our classrooms.

The story gets complicated by what educational researchers have yet to investigate, immigrants who are minorities within minorities. That is, those populations who are indigenous, and who arrive in the country among larger immigrant groups. They bring their own linguistic resources and their own cultural practices. The story of these groups has seldom been recognized within the school setting where they often remain invisible within larger groups of non-English speaking people, such as Spanish speaking Latin American students.

A Multilingual Learner in the Bilingual Classroom

Policies and programs that make human and material resources available for dominant groups of non-English speakers are at a loss when it comes to students of indigenous descent. It is common that, for example, students from migrant indigenous families who are monolingual or even multilingual are placed in bilingual programs where they

face learning in two dominant languages which they do not speak. Similarly to what they would experience if entering a mainstream/monolingual program, when placed in bilingual classrooms, indigenous students face a learning environment that does not recognize their language and/or does not have the resources to support their education as trilingual or multilingual learners. Because research has not yet paid enough attention to indigenous immigrant groups, we ignore many of the actual resources, goals and needs that indigenous students bring into bilingual programs. We also ignore many of the experiences of these students in their own countries and the forces that fuel their decision to emigrate to the United States.

Existing Research of the Indigenous Experience

The struggles that indigenous groups experience in their own countries have mainly been documented through anthropological, social science, and legal research on topics of human rights, indigenous rights, citizenship, and social movements. These studies reveal grave social, economic and political exclusion, even political violence, as well as the indigenous' own stories of struggle and resilience when migrating from the rural areas to the big cities around the world. It is important to note that studies can reveal more than a single story; and while indigenous people have suffered great losses, many have survived and have maintained the use of their language. Research on indigenous communities shows us that the story is complex. As advocates, we can use this research to generate change and to further our awareness of how indigenous languages continue to be endangered and how several have become extinct as a result of overall stigma, societal

exclusion and, unfortunately, traditional schooling. Moreover, our learning about indigenous communities beyond our borders allows us to understand the stories within our borders. Comparative research of policy and educational practices in formal and non-formal settings between Native American peoples in the United States and Latin American indigenous peoples shows parallel experiences of marginalization and exclusion. Such parallels prove relevant to gaining in-depth understanding of both Native American peoples and of migrant populations in the U.S. schools.

The Indigenous Child in Traditional Schools

Outside of the United States the experience of indigenous children in public schools has been characterized by stigmatization of their language and construction of the whole indigenous persona as backwards, unsophisticated and deficient. Historically, much of the public education offered to indigenous people has meant the destruction of their language, cultural practices, and identity. Only in the past two decades have government education policies begun shifting towards recognition of diversity and thus recognition of indigenous languages and cultures in school curricula and educational programs. Recognizing indigenous languages and cultures in everyday practice, however, remains challenging for societies that have constituted themselves through overt discrimination of indigenous people. Thus, in many countries where education in the students' mother tongue is now mandated and bilingual programs are offered to indigenous communities, educators still

struggle with stigmas that have mislabeled and misunderstood the indigenous child as a disadvantaged learner. Stigmatization of non-dominant speakers has been similar across different contexts, countries and regions around the world; among many others: indigenous children in the Andes, Māori children, children from the Amazonian rain forest, children from African ethnic minority groups like the speakers of Bantu languages in South Africa, the Yonaguni in Japan, Welsh and Gaelic speakers in the United Kingdom, and Roma children across European countries. Teachers who serve non-dominant students are mainly underprepared to recognize the richness of indigenous languages and cultures through their teaching and curriculum. Certainly, given their own schooling experience, bilingual teachers placed in these programs are usually predisposed to enact education's traditional "civilizing" role and to teach in order to force the assimilation of the indigenous or non-dominant person to a monolingual mainstream culture. The homogenizing purpose of schooling remains a central challenge in both monolingual and multilingual programs around the world.

Beyond the Single Story: Struggle and Resilience

Educators and advocates should be able to know that this story of exclusion and struggle is also a story of survival, resilience and hope. While showing an overall lack of preparation of the teaching force to educate non-dominant children, research in schools around the world has presented glimpses of hope that are in the hands of amazing bilingual teachers who intuitively and skillfully –and often without support from their school administration nor their ministries of education – incorporate linguistic and cultural

resources in their teaching. These teachers are able to engage indigenous children in meaningful learning that welcomes who they are and the language they speak. From an additive perspective, they encourage students to share their own knowledge and to add academic knowledge to their learning as a whole. These teachers also engage the indigenous communities as partners in their work and invite them into the space of the school where their knowledge is valued. They are also innovators and active critical agents who question their own practices and learn from communities in order to improve their teaching and the opportunities for their students. They constitute the exception to the rule. Much remains to be learned and done, as indigenous groups continue to face systemic exclusion beyond the bilingual school setting and their community, in the larger society where their own rights as citizens are doubted if not denied. These are the types of challenges that indigenous populations likely experience in their own country and the untold story of the indigenous child who comes to our classroom in a bilingual or ESL program in the United States.

Implications for Education Research, Bilingual Educators and Advocates

In the context of public education in the United States, policy and programs that focus on educational access and equity, often lack an emphasis on the actual pertinence of the education offered to students who come from ethnolinguistic minority groups like immigrant indigenous people. Overall, statistical data about indigenous

peoples who enter the United States is uncertain. What is possible to know is that at the beginning of the 21st century, over 50% of all immigrants to the United States came from Latin America, followed by Asian immigrants who made up 25% of all immigrants in this country. As linguistic and cultural diversity are increasing in the United States, knowledge about migrant indigenous and ethnolinguistic minority populations in our schools should aid in the development of appropriate policies and practices. The practices include teaching in ways that are consistent with the cultural capital and linguistic rights of such communities.

Having been the subjects of marginalizing policies and social practice in their own countries, the students from indigenous communities have easily become invisible in the U.S. classroom. This occurs despite their location within programs that claim to serve multiculturalism and linguistic diversity. But invisibility has not meant liberation from the types of violence indigenous people experience in their own countries of origin. Recent dissertation work in California for example, has revealed how discrimination continues to affect the indigenous student who may become the object of bullying and rejection among his or her peers because of having an indigenous identity.

In order to let knowledge of the untold story contribute to the education of the indigenous immigrant child and all children, this article stresses the following:

- ◆ Education research that allows us to understand teaching and learning for indigenous immigrant students in bilingual programs is needed to learn more about the goals, strengths, and needs of immigrant indigenous students and their communities;

- ◆ This research can allow educators to move beyond the single story. It may help discover amazing teachers who are already implementing multilingual and multicultural pedagogies to embrace their diverse students. It may help to learn about their struggles, but also to discover resourcefulness and resilience in our students.

- ◆ The knowledge that this educational research provides should help to prepare all teachers and to establish a platform for advocacy that addresses the rights and needs of indigenous immigrant children who enter U.S. public schools in a bilingual or a mainstream monolingual program.

Finally, as we are committed to bilingual education and use the label "bilingual" because of its historical and political importance, we are aware that bilingual education in the 21st Century serves multilingual communities. The visibility and recognition of indigenous immigrant students in the bilingual classroom adds justice to the ways in which teachers, school staff and administration embrace linguistic and cultural diversity beyond borders.

For further reference related to this contribution, please see:
Valdiviezo, L.A., Felis, M., & Browne, S. (2014). Language Rights for Social Justice: The Case of Immigrant Ethnolinguistic Minorities and Public Education in the United States. In P. Orelus (Ed.) *Affirming Language Diversity in Schools and Society: Beyond linguistic apartheid*, Chap. 10, 147-164. Taylor & Francis.

"Having been the subjects of marginalizing policies and social practice in their own countries, the students from indigenous communities have easily become invisible in the U.S. classroom. "

Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College

By Dr. Marguerite Lukes
NYSABE Second Vice-President

Each year countless immigrant youth arrive in the United States in the midst of their adolescent years without high school diplomas but with dreams of a better tomorrow. Some arrive as unaccompanied minors who have faced adult challenges to make their way north alone. Some arrive to reunite with parents or family members with whom they've spent little time. As a group, they harbor vast hopes of improving their lives and helping their families.

These *Dropouts and Dreamers* are the youth who are the subject of a forthcoming book that shares the voices and perspectives of a cohort of immigrant youth, exploring the life experiences of Latino immigrants who arrive in the United States as teens and young adults with interrupted schooling. They are an important and growing subgroup at a time when there are more immigrant young adults in the United States than ever before and federal immigration policies remain highly contested and far from resolved. To date no research has explored in depth the educational realities of this group; the many immigrants who arrive with no high school diploma in their teen years from Latin America. A look at them through a singular statistical lens reveals a growing group whose high school completion rates have barely increased in the past decades, who are often eligible for Deferred Action for Childhood Arrivals (DACA), and who face multiple challenges in education and the workforce.

They are a numerous and growing group that is becoming increasingly visible, yet schools and social service providers struggle to meet their unique needs.

The book *Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers, and Alternative Pathways to College*, (Multilingual Matters/Channel View, 2015) emerged from personal experiences working with high school and adult education programs. As an academic, I read many scholarly articles that "explained away" the issue of immigrant youth with low graduation rates and incomplete education. Such scholarship claimed that these students had little interest in schooling and their priorities were primarily in the workforce. As a teacher, I would meet young people in my own classes and in programs across New York City who were thirsty for information about college, who would take any and every opportunity to enroll in programs to gain a high school equivalency diploma, and who often had been encouraged to leave school or were frustrated because their need to work and support their families with remittances sent back home conflicted with high school schedules. Far from being disinterested in school, the young people whom I met were eager to learn English, enter college, and become professionals. Many had aspirations to become doctors, lawyers, teachers and social workers and would take advantage of every opportunity to better themselves. Yet institutional barriers stood between them and the realization of their dreams, and they had few mentors and peers who could help them access educational options that would work for them.

In this book I interrogate the popular notion that students whom we label as dropouts are in fact disinterested in school, and I present recommendations for supporting and serving these youth. For decades, scholars have grappled with the misconception that certain ethnic groups inherently "value" education more than others. These persistent deficit views overlook sociopolitical realities and global economic factors the lead to school interruption prior to migration and institutional barriers that keep students out of school once they arrive in the U.S. *Dropouts and Dreamers* fills a glaring gap in scholarship on immigrant young adults who are categorized as dropouts by presenting new data on a significant but overlooked population. The book seeks to enrich the conversation by putting faces to young people who are often presented merely as statistics. The book also explores ways in which the U.S. political economy impacts the lives, educational pathways and work options of these young adults, and their integration into the cultural, social and economic mainstream of the United States.

Rather than accept this rather simplistic paradigm, I explore in depth the history of the concept of dropout and how calculations of who is and who is not a dropout are used to alter our perceptions of how well schools are doing. Historical and contextual data are used to provide the reader with an understanding of the socio-political forces at work that lead young people to leave school in their countries of origin -- not disengagement, but poverty and financial demands and a centuries-old history of north-south relations that has resulted in Latin Americans flowing northward to satisfy labor demands in the United States. To

say that the act of abandoning school and interrupting their education was a “choice” ignores the broader context.

By using data collected in interviews of 150 students who arrived in the U.S. between the ages of 15 and 24, I present personal stories of young people who arrived in the U.S. with great aspirations. These young people share their experiences navigating the complex and confusing education landscape after arriving in the U.S., exploring options from high school to adult education to for-profit diploma mills. Existing policies often provide disincentives for schools to serve youth who are emergent bilinguals, overage, and under-credited. The data reveal how institutional realities result in three groups of students: Pushouts, Shutouts, and Holdouts. Some successfully enroll in high school, only later to be pushed or counseled out and into a high school equivalency pathway; some attempt to enroll but are turned away; and others hold out, only to continue their education later in adult education programs.

Central to this new volume is an examination of the roles played by language, English proficiency, literacy and academic skills in access to educational options. ***Dropouts and Dreamers*** presents research on multilingual and translanguaging approaches to academic English development and existing policies and practices for students with interrupted formal education. The book concludes with a discussion of existing public policies, opportunities and institutional constraints that impact the young adults discussed here. Existing models that show promise are presented, alongside challenges and persisting questions and directions for the future. The book shares the voices and compelling stories of young immigrant adults who were eager to share their experiences. Time and again they reminded me that this type of scholarship is important because, as one youth explained, “they don’t really see us.”

BOOK REVIEW:

Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers, and Alternative Pathways to College

“In this important new book Marguerite Lukes focuses on the educational needs and challenges faced by a population that is nearly invisible to the American mainstream: disenfranchised immigrant youth. Through her detailed analysis Lukes helps her readers to see beyond the one dimensional characterizations that typically appear in the media so that they can appreciate the grit and agency that many of them rely upon to survive. She also makes it clear why it is so important to their future and ours to address their educational needs.”

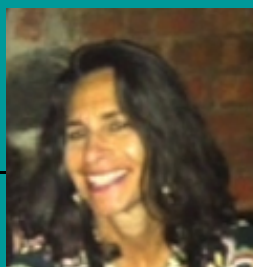
Pedro Noguera, New York University, USA

“Wise and compassionate, Lukes provides unique insights into the dreams, aspirations, and resiliency of young adult Latinos who attempt to persevere through the US educational system despite all odds. A stellar contribution to the field!”

Carola Suarez-Orozco, University of California, Los Angeles, USA

Order a copy of this book:

<http://multilingual-matters.com/display.asp?K=9781783093427>



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WELCOME

NYSABE

BABY!



I am thrilled to announce that little Lila Grillman was born at 1:32 am on 1/30/2015 to our very own Bahar Otcu-Grillman (NYSABE Secretary and Turkish Language Delegate). Congratulations to Bahar on your growing bilingual family!

Best Wishes,
Tatyana
(AND your entire NYSABE family!)



NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE Bilingual Times Staff includes

Tamara Alsace,
Editor

Nancy Villarreal
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Bahar Otcu-
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THE ORGANIZATION

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English language learners (ELLs)/bilingual students, and supports the development of biliteracy skills among all students in New York State. Founded in 1976, NYSABE unites educators, parents, community and business leaders, elected officials, researchers, and members of professional organizations, educational institutions, and the news media sharing a common goal—to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve academic success through instruction in English and a language other than English.

NYSABE supports the belief that language pluralism and literacy in more than one language benefit the nation and all its citizens.

NYSABE collaborates with the NYS Education Department, school districts, and educational institutions by participating in their initiatives and ensuring excellence and equity in the education of ELLs/bilingual learners.

NYSABE is affiliated with the National Association for Bilingual Education (NABE) and the New York State Council of Educational Associations (NYSCEA).

MEMBERSHIP BENEFITS

Join the NYSABE team! Through your membership dues and involvement, you will have the opportunity to make integral contributions towards positive educational change for ELLs/bilingual learners. Membership benefits include:

NYSABE Journal of Multilingual Education Research (JMERE): The yearly issue of this journal is a must for every library and member of the association. It publishes current research on best practices in instructional methodologies, optimum program models, and key elements in the implementation of successful bilingual education programs.

The NYSABE Newsletter, The Bilingual Times: The quarterly issues of The Bilingual Times offer updates on the regional and statewide activities of the association and its members. The Bilingual Times also provides information on current legislative and policy developments as well as articles on best educational approaches for ELLs/bilingual learners.

Professional Development: NYSABE offers local, regional, and statewide professional development activities that focus on optimum, research-based practices in bilingual education. These activities create a professional forum suitable to network with other professionals in your field of interest, to share experiences, and explore new ideas.

Advocacy and Leadership: NYSABE offers opportunities to develop leadership skills while participating in hands-on training, special committees, language group events, and advocacy activities on behalf of students, their parents, and educators.